

CHAPTER V

CONCLUSION, LIMITATION, RECOMMENDATIONS FOR FURTHER STUDIES AND SUGGESTION

5.1 Introduction

This final chapter outlines conclusion of the research findings as response to the researcher question that propose in this study concerning the teachers' written feedback strategies and her reasons, and the effect of teacher feedback on students writing. Moreover, this study also investigates students' opinion about their teacher's feedback. Further, recommendation in this study is presented for teaching practical and additional research on teaching writing.

The research findings in this study are consistent with those presented by several researchers and scholars in chapter two that in teaching writing, First, a teacher used several feedback strategies to respond to students' writing. Second, a teacher has several reasons in giving feedback on students' writing. Third, teacher feedback on students' writing has positive effect on students' writing quality and students' response on their teacher's feedback on their writing.

5.2 Conclusion

This study investigates a teacher's feedback on vocational high-school students' writing. There are four aspects that this study aims to investigate: the teacher written feedback strategies, what teacher's reasons in using those feedback strategies, students' opinion about the feedback they received, and the effect of teacher's feedback on students' writing. The findings have been presented in chapter IV. Based on the discussion in the chapter IV, several conclusions can be summarized as follows:

First, regarding the first question was stated in chapter one that what feedback strategies used by the teacher to respond to students' writing errors. The result shows that the teacher used several feedback strategies (indirect feedback, indirect feedback, and commentary feedback) to respond to students' writing errors. *Second*, concerning those teacher's feedback strategies, teacher's reason was also explored. The analysis of interview data shows that the teacher argues that it is important for her to give feedback on students' writing when students are

required to write well. Moreover, the teacher stated that; first, she used direct feedback as guidance for students to revise their writing. Second, she used indirect feedback because she wants to let students think what mistake they made in their writing. Third, she gives instruction to students of what they have to do in revising their writing. Furthermore, in the commentary she also tried motivate by the students by giving appraisal and criticism comments.

Third, deal with students' opinion about the teacher's feedbacks. The analysis of in the interview data show that students who are categorized as high and low achiever feel that in some case the teacher should use direct feedback because they cannot correct by themselves. This finding also confirmed the documents analysis that when the teacher used indirect feedback (cycling and underline), low and high achiever are failed to revise their writing errors in the second draft while the middle achiever student had a different opinion about their teacher's feedback. The student stated that it is better for the teacher used indirect feedback, which can challenge them to think what mistake they did. His opinion is contradiction what he did in his writing draft that he failed to revise some errors when those errors were just indicated by the teacher t using indirect strategies.

Lastly, the effect of teacher' feedback on students' writing errors can be seen from the decrease of high, middle and low achievers' writing from first draft to second and second draft to final draft. This findings show that teacher's written feedbacks have positive effect on students' writing. Teacher's written feedback can help high, middle, and low achievers to reduce their writing errors. This finding is consistent with the students' opinion about their teacher feedback where the students have the positive response to the feedback that they received.

5.3 Limitation of this study

Although it has been stated in the conclusion above that teacher's feedback plays important roles and has positive impact on students' writing accuracy. This consistent with previous researchers but several limitations can be found in this study: first, small number of participant participated in this study because of the complexity of the analysis. Second, there is no control class to cross check the

impact of teacher's feedback on students; writing accuracy. Third, the absences of data cross check to the peers.

5.4 Recommendation

From the findings of this study, it is recommended for classroom practice, first, teaching writing should be treated as a process which the students are required to produce several drafts before write a final draft. The teacher who teaches writing to students should give feedback. This leads to students to learn from the mistakes they did in their writing. However, Ferris (2007) states that writing instructors, who teach in the class, should not return students' paper at end of class and it should be done during the class period and allow them to read through our feedback and ask them questioning about the feedback (see aslso Graham, et al., 2007; Holst and Raimes, 1987 in Hyland 2009; Emilia, 2010; & Graham, *et al.*, 2007).

Second, Students' language proficiency is very important for writing teacher in choosing feedback strategy in response to students' writing. The findings of this study suggest that several errors can be treated by indirect feedback such as word spelling errors, Capitalization errors, noun endings, and article errors. While several errors that are very important for teacher to know students' writing skill, such as sentence structure errors, fragment errors, and word choice errors, and word form errors should be based of students' writing skill. The last, several recommendations for the future studies: first, it is important for future researchers to have large number of participants and control class in order the result of findings can be generalized and compare with experiment class who received teacher feedback to the impact of teacher feedback itself. Second, it is recommended for future researcher to have peers crosscheck in order to increase the credibility of research.